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ABSTRACT

The development and implementation of a high school program bringing together 8 limited-English-proficient Hispanic students and 20 students of Spanish as a foreign language is described. The program's objective was to improve relations and decrease linguistic and cultural separation between the two groups. The approach used was multicultural, emphasizing cross-cultural and linguistic studies in Spanish and English. The four steps in program development included: (1) a survey of the class; (2) a test of cultural awareness; (3) merging the two ethnic groups in cross-cultural activities; and (4) evaluating student progress and program success. Results show that students improved linguistically and culturally, and commented favorably on the program. Appended materials include a Latin and American cultural awareness test, pre- and post-test scores on the cultural awareness tests and compositions, samples of cultural assimilators used in the program, and a student questionnaire. (Author/MSE)

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INCREASING LINGUISTIC AND CULTURAL ASSIMILATION THROUGH A LANGUAGE EXCHANGE APPROACH

by

JOAN BUNDY AGURCIA

A Practicum Report

Submitted to the Faculty of the Center

for the Advancement of Education

of Nova University in partial

fulfillment of the requirements

for the degree of Master of Science

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Abstract

Increasing Linguistic and Cultural Assimilation Through a Language Exchange Approach

Agurcia, Joan B., 1984: Practicum Report, Nova University, Center for the Advancement of Education

Descriptors: Multicultural Education/Acculturation/ Adolescents/Bilingual Education/Secondary Education/ Second Language Learning/English and Spanish Speaking/ Cross-Cultural Educational Program

The author developed a cultural-linguistic exchange program to be implemented in an affluent south Florida junior high school. Growing numbers of Latins in the area were contributing to increased numbers of discipline problems in the school. The program's aim was to effect better relations between 8 Hispanics of limited English proficiency and 20 Americans studying Spanish as a foreign language. The approach used in the program was multicultural; it emphasized cross-cultural and linguistic studies in Spanish and English. The program consisted of four components: (1) surveying the class before the program was instituted, (2) testing awareness of cultural differences, (3) merging the two ethnic

groups, and (4) evaluating student progress and the success of the program. Students improved linguistically and culturally and commented favorably upon the program. (Appendices include a Latin and an American cultural awareness test, pre- and posttest scores on the cultural awareness tests and compositions, samples of culture assimilators used in the program, and a student questionnaire.)

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Ms. Agurcia's practicum ran from 3/2 through 6/1. It included her Spanish 2 class and 8 ESP students registered at Palmetto.

The class was divided into groups, each of which was presented with a cultural item that revealed a cultural difference. The students had an opportunity to discuss it, make summaries and practice writing skills.

The students appeared to enjoy the activities and benefit from them in cultural and linguistic terms. This was evident in their class performance as well as outside class comments.

Practicum Title Increasing Linguistic and Cultural Assimilation Through a Language Exchange Approach

Student's Name Joan Bundy Agurcia

Program Site Palmetto Junior High School Date June 1, 1984

Observer's Name Laura Rodriguez Laura Rodriguez Rodriguez
(please print ----------and sign)

Observer's position Spanish-S Teacher

Increasing Linguistic and Cultural Assimilation Through a Language Exchange Approach

Chapter I

Purpose

The focus of this practicum was on decreasing linguistic and cultural separation of Latins and Americans through a language and cultural exchange approach. In an affluent upper middle-class junior high school, located in south Florida, this exchange was effected. The practicum was undertaken in an attempt to alleviate the isolation of limited English proficiency (LEP) students from the American students and vice versa.

In the past few years there has been a continued influx into the area of Central and South American families fleeing their problem-ridden countries, thus increasing substantially the Latin American population in the community. The children of these families are either limited in English proficiency or speak no English. When they enroll in junior high

school, they are automatically placed in English for speakers of other languages (ESOL), mathematics, reading, social studies or science, and physical education. They may choose an elective area such as art, music, shop, home economics, computers, Spanish-S for native speakers, or French. Spanish-S is a popular choice among the Hispanic LEP's because they not only learn Spanish grammar and literature, but they also relax and socialize with their own group in their own language for one hour of the day. Basically the school offers the LEP student an ESOL component of one hour along with a "sink or swim" approach to learning. At present the number of Hispanic LEP students is small and, therefore, has not warranted setting up a system of instruction that would develop an ESOL component supported by Spanish instruction in the content areas of math, science, and social studies.

This year the school population numbers 1,379 students. The breakdown of the ethnic population is as follows: 999 white students, 195 black students, 150 Hispanic students, 34 Asian students, and one Indian student. Although there are no specific figures

on religious affiliation, approximately 30% of the white student population is Jewish.

Seventh graders are allowed one elective course; eighth and ninth graders are allowed two elective courses. Of the total student population, 522 are enrolled in an elective area of foreign language. A breakdown of the enrollment is as follows: 330 in Spanish as a foreign language, 163 in French, 29 in Spanish-S. At present there are 13 students in ESOL, 11 of Hispanic origin and 2 of Asian origin. Although the number of LEP students is small, the number fluctuates monthly and yearly. Last year the ESOL program enrollment was 35 students, 20 of whom could not function in English. At the end of two or three years most of these students mainstream into regular English classes and into mid- to upper-level content area courses, but in the interim they form an isolated minority. Cut off from a healthy socialization and interaction with the American majority, the Spanish-speaking student tends to remain in a separate group even after he has been mainstreamed. He continues in the role of an outsider, his isolation increased because the American students have their own cliques. Many of the

students are not welcoming to outsiders of any kind, much less to foreigners.

The Americans do show an interest in learning about a foreign culture through the study of foreign language. However, they are reluctant to socialize with the Hispanics because of linguistic difficulties and cultural differences. The separation between the two groups is aggravated by the fact that the different disciplines (e.g., social studies, foreign language) do not take advantage of an inherent opportunity for teaching culture. The Latins in the school provide a natural resource for this cultural exposure. From the instructor's point of view, using the wealth of experience that these students bring with them makes better sense than teaching Americans about Latin culture from a textbook.

Studies show that the Hispanic student often feels alienated in his new environment; his self-esteem suffers because he suddenly finds himself surrounded by a language he does not understand, ignored by the Americans, and confounded by a different learning and disciplinary system (Padilla, 1976). This feeling of alienation may very well be at the base of increased

disruptive incidents that have been observed at the junior high school this year. There has been approximately a 71% increase in the discipline problems with the Hispanic group between the school years 1982-83 and 1983-84. These percentages were calculated from official school reports supplied by the assistant principal for discipline. Last year fourteen Hispanics were assigned to indoor and outdoor suspension and two students were sent to correctional centers, whereas this year twenty-four Latins have been assigned to indoor and outdoor suspension and three have been sent to correctional centers. The number of Hispanics serving detentions has also risen this year. These detentions were given for minor disruptions in class and on the school bus. Several weeks ago, a Hispanic and an American student fought in the classroom. After school, friends came to the junior high to take sides in a grand scale fight; however, the police department was alerted and a serious situation was averted. The faculty has witnessed groups of Hispanic students "hanging around" after school hours, disrupting drama practice and club meetings. In addition, increased numbers of teachers have complained about discipline problems with Latins. All of these were signs of a festering situation demanding attention.

The problem was further illuminated with the results of an initial cultural awareness test given to a target group of eight Hispanic LEP students of mixed ages and twenty American eighth- and ninth-grade students. The test consisted of items that highlighted cultural differences between the two groups (e.g., an American man does not embrace another man when greeting him; Latin men do. Americans misconstrue this act and consider the custom to be inappropriate). One hundred percent of the target group were unable to identify similar intercultural distinctions that lead to such misunderstandings (see Appendices A, B, and C for tests and test results). When the same group of students was asked to engage in a conversation using their respective foreign languages, one hundred percent of the students were unable to converse beyond very basic questions and answers (e.g., What is your name? How old are you? etc.).

Although the junior high school experience is often a period of painful growth and confusion, the instructor felt that this very growth factor provided an ideal opportunity to expose Hispanics and Americans to the respective cultures of each. The school provided the setting. With the approval of students, parents,

administration, Spanish-S teacher, and Spanish II teacher involved, the eight Hispanic LEP students were excused from Spanish-S and met three times a week with 20 American students studying Spanish II. Under carefully prepared instruction, these two groups of students took part in a variety of cross-cultural and linguistic activities.

If the program were to be successful, at the end of the three-month period all students would show a marked improvement in oral proficiency in the target language and in the understanding of one another's cultures. The goals of the program would be for the pupil to be able to:

(1) comprehend the target language when spoken slowly, on simple and familiar topics, as measured by a seventy-five percent increased comprehension of phrases between a pre- and post-oral-comprehension test;

(2) speak on simple and familiar topics at moderate speed, in the target language, as measured by an increase of sixty percent of phrases produced between a pre- and post-oral test;

(3) read and write short compositions on simple and familiar topics in the target language as measured by a fifty percent increase of phrases produced between a pre- and post-composition; and

(4) identify different cultural expressions and behaviors in the target cultures, as measured by ninety-five percent increased accuracy between a pre- and post-culture test in the student's own language.

In addition to pre- and posttests administered in the different areas addressed, the instructor would monitor weekly student progress through the following: (1) oral summations, (2) written compositions, and (3) student intercommunication. Further identification of cultural differences between Latins and Americans would be introduced as the program progressed. At the end of the three-month period, all students would be able to identify cultural differences that cause misunderstandings.

The instructor hoped that positive attitudinal changes would occur as a result of the central measurable improvements. Such changes would include: (1) an

improved understanding of the values and behavior patterns of the target culture; (2) a continued interest in the target language and culture, and an appreciation of both; (3) an increased desire to improve language proficiency through language usage; and (4) a focused effort to cultivate friendships with students of the target culture. These affective results would be demonstrated by increased student socialization, intercommunication, and acceptance of one another. Teacher observation would be the key to determining whether or not these attitudinal expectations were fulfilled.

As the cultural-linguistic exchange program progressed, the Spanish-S teacher would observe the class at unannounced, weekly intervals. In addition, the Spanish-S teacher and ESOL teacher of the eight LEP students would provide feedback concerning the students' progress both in their English and in their cultural integration.

Chapter II

Research

Public education has long been viewed as a great social equalizer in American society. Many have pointed to public education as one of this country's greatest achievements. Because of the widespread acceptance of this belief, educational philosophy and practice have rarely been challenged, and then when they have by only a few dissidents. In recent years, these dissidents have begun to raise their voices louder than ever. Although there is not unity among the critics of public education, one thing is clear: public education has not succeeded with all children. Some critics even claim that it has failed most children. The causes of failure are many, but for the limited English speaker most have to do with what is termed "extracurricular rules" (Padilla, 1976, p. 48) to learning. These rules have little to do with the set of principles laid down by psychologists and educators about the most efficient ways to learn in the classroom. Rather, these "extracurricular rules,"

as described by Padilla, "have to do more with the correct language to speak in the classroom, grooming, the suppression of inquisitiveness, the ability to sit reasonably still for a long period of time, etc. There is a degree of racism, sexism, ageism, and anti-intellectualism in all of this" (Padilla, 1976, p. 48). Mr. Padilla proposes bilingual education as a solution to the education of children and adults who because of linguistic and/or cultural reasons are unable to cope with the extracurricular rules.

Bilingual education is one of the alternative philosophies that offer a cross-cultural and cross-linguistic experience for both Latin and American students. Mr. Padilla (1976) favors a philosophy of cultural pluralism in which both the minority and majority group learn essential skills in both languages. Classes are ethnically mixed by the third or fourth grade. The medium of instruction is dual--the child's native language and English--and both languages are presented by the same teacher. Each language receives equal treatment and equal time, initially through the presentation of a lesson in the student's strongest language, followed by presentation of the same materials

in the second language. Later, when the students have a better command of the second language, the class may alternate from one to the other without doubling or repeating the same materials in the second language.

The content of the bilingual curriculum stimulates ethnic community language-planning efforts and includes considerable attention to the local and regional cultures of both the minority group and the majority group in such a way as to provide a natural context for alternate use of both languages. This philosophy is programmed to last a minimum of nine years. The success or failure of this educational model depends on the commitment to cultural pluralism held by local school officials and the community they serve. There are several such schools that resemble this model in the Miami area. Coral Way Elementary School organized a completely bilingual program when thousands of Cuban refugee children poured into the area during the 1960s. Soon thereafter, bilingual programs spread to other schools in Miami.

The program described is one of the two main types of bilingual education and is the most ideal for a complete cross-culture and linguistic exchange. The

other type of bilingual program has the philosophy of cultural assimilation. Proponents of this philosophy advocate bilingual schooling to bridge the gap between the child's home and the school. The child's native language is treated as a tool to be used until the child has adapted to school and has acquired the necessary skills in English to participate in an English-only program. This program is called a transitional approach, whereas the first program described is a maintenance approach.

In the past two decades bilingual education has had various interpretations, causing many professional educators and lay people to disagree as to what the real purpose of bilingual education is as opposed to other language programs. The goals and objectives of teaching foreign language to English speakers, of bilingual education, and of teaching English to speakers of other languages have often been divergent and contradictory (Baratz et al., 1973). Some participants and observers hail bilingual/bicultural education as a logical vehicle for cognitive and language development for both students of limited proficiency in English and students whose first language

is English. They believe that such an education will be personally satisfying to all students and that it will help them develop the interpersonal skills and attitudes that are essential to a healthy society.

Individuals at the other extreme argue that the positive effects of bilingual education on academic achievement, dual language development, cultural affirmation, national integration, and psychological well-being have been exaggerated. They also fear that bilingual education will fracture American social cohesion. They believe that youngsters will adhere to culture patterns that may be in conflict with the mainstream of U.S. culture (Ovando, 1983). There is still a great deal of resistance to the concept of bilingual education and a widespread lack of knowledge and understanding of what it means. A good deal of education of the general public still needs to be done. Even though this educational approach is surrounded by confusion and controversy, bilingual education, in its various forms, is here to stay.

The implementation of bilingual programs under the 1968 Bilingual Education Act, Title VII of the Elementary and Secondary Education Act, was limited

and weak in scope and primarily addressed LEP students of low-income families. With the passage in 1974 of the Bilingual Education Act, LEP students were defined as "children of limited English-speaking ability who have difficulty in speaking and understanding instruction in the English language" (Molina, 1978). The Act stressed an assimilation approach in which the native language would be used in curriculum programs, but the learning of English and effective progress would continue to be the base line goal (Molina, 1978). Bilingual education was given prime consideration after the Supreme Court decision in the case of Lau vs. Nichols in 1974, but controversy still reigns on the approach to be taken.

Whatever the approach, the teacher plays a key role with LEP students. She/he must be patient and understanding with the student and understand or accept dissimilar cultural values. Otherwise, the LEP student "develops insecurity instead of security, worry instead of certainty, fear instead of competence, and makes enemies instead of friends for the English language" (Hall, 1960, p. 193).

Educational reform movements, related to race and ethnicity, tend to emerge when Americans become deeply concerned about racial problems and to fade when the U.S. sets new priorities. The same is true of reforms related to curriculum changes when national defense becomes an issue, as in the passage of the National Defense Education Act in 1958 in response to the Russian launching of Sputnik. The Act emphasized the retention and expansion of our foreign language resources (Leibowitz, 1978).

Another cross-cultural educational approach grew out of the racial turmoil of the 1960s--multiethnic education. Like its predecessor, the intergroup education movement of the 1940s, multiethnic education was created to solve racial problems and to promote racial equality and harmony. The flames from the riots of the Sixties have cooled, and, consequently, the nation has moved on to other concerns. However, there is still hope that multiethnic education can attain its major goals and help to reform American Society. The ethnic texture of the nation has been enriched during the past decade by the arrival of thousands of immigrants from Mexico, Central and South

America, the Caribbean, Vietnam, Korea, and the Phillippines. The mere presence of these groups is likely to stir the nation's conscience about its promises and commitments to peoples of color and divergent ethnic backgrounds. The new immigrants are also becoming a political force that is more difficult to ignore. Multiethnic education may also gain a new partner during the Eighties--global education. The position of the U.S. as a world leader demands that we deal more imaginatively and constructively with the enormous cultural differences within and outside our borders. Now, discussions tend towards a more eclectic view of multiethnic/multicultural education which uses culture as the basis of understanding the complex pluralism in this country (Banks, 1983).

In short, for both internal and external reasons, the U.S. needs individuals who understand cultural diversity and speak languages in addition to English. In this day and age, programs that emphasize such concepts as the following are essential: (1) improvement of intergroup understanding and relations; (2) improvement of intercultural communication; (3) reduction of stereotyping; and (4) comprehension of human diversity

without losing sight of the traits that all people share (Cortes, 1983).

Culture should be taught when we have students to teach. The areas of foreign language, ESOL and Spanish-S provide a natural setting for teaching culture. That is not to say that other disciplines should be given dispensation from culture-oriented programs. Mr. Seeyle (1984) advocates an interdisciplinary approach.

> Instead of approaching culture from the perspective of one genre or another, an interdisciplinary problem-solving approach is advocated. Our objectives are not to learn more art, music, history, and geography, but to learn to communicate more accurately and to understand more completely the effect of culture on humanity (Seeyle, 1984, p. 4).

At the National Conference on Professional Priorities held in conjunction with the 1980 Annual Meeting of ACTFL, Robert C. Lafayette and Lorraine A. Strasheim (1981) projected long-range professional goals for foreign language teachers for the twenty-first century. A priority was to give culture

a prime role in the curriculum; foreign language skills were to be introduced and developed through culture studies. Eventually foreign language curricula, like the curricula in every other area, would be the result of multidisciplinary interaction and planning. Both culture and communication would be integral parts of the instructional and testing programs in all disciplines. It would be a global approach to education--a concept that includes the attributes of cultural content, a way of approaching study, and a view of social context that shows relationships among human beings and between mankind (Strasheim, 1981).

Global studies, a third cross-culture educational approach, would be the responsibility of all teachers. The teachers of all the many disciplines involved would face the need to learn new roles and some different ways of dividing up the curriculum pie. New materials would have to be prepared and a host of other problems surmounted before such an ideal could be effected. In these times of constrained school budgets, declining student populations, and reduction of staff, it is doubtful that such a curriculum could be offered. Nonetheless, it is an ideal to be strived towards.

In the meantime, during this practicum a variety of cooperative exchanges have been made among a foreign language teacher, ESOL teachers, and Spanish-S teachers. The instructor believed it appropriate that a cultural-linguistic exchange be implemented to effect the following:

(1) eliminate feelings of alienation of the eight Spanish-speaking LEP students

(2) improve relations between Hispanic LEP students and Americans

(3) reduce the tension between the two groups by cross-cultural studies

(4) improve linguistic communication

Of the three models for cross-acculturation already discussed, only one was a suitable approach for use in this practicum. A bilingual approach was out of the question since the junior high school is not a bilingual school. A truly global approach was not practical because it involved all the disciplines, nor was it feasible because the school curriculum is not structured along global lines. A multicultural approach was used because the students involved were eight Hispanics and twenty Americans. The Hispanics came from different countries: Chile, Guatemala, Nicaragua,

Honduras, and Spain. Perspectives of a multicultural nature were introduced by the diversity of the group members. A modified interdisciplinary exchange took place between the Spanish-S, ESOL, and foreign language classes.

In conclusion, the advantages of the exchange seemed self-evident. Through the implementation of this program the instructor believed that the students involved would advance culturally, socially, and linguistically.

Chapter III

Method

Resources

Prior to effecting the language-exchange program, the instructor discussed the project with the Spanish II and the eight LEP students in order to ascertain their willingness to participate. After having exhibited a positive response, the groups were approached separately and given a brief orientation. With the American group, welcoming, instructional, and polite behavior was stressed, whereas instructional behavior was stressed with the Latins. Each student was to aid the other in overcoming language and cultural barriers. Approval from the principal and ESOL and Spanish-S teachers was needed before the program could begin. Once these preliminary steps had been taken, the instructor initiated the practicum.

The eight Latin students of limited English proficiency were excused from their Spanish-S class three times a week and met with 20 American students studying Spanish II as a foreign language. These meetings took place over a three-month period. The

instructor divided the class into four groups of five Americans and two Latins, and group members took turns being group leaders. All students were rotated throughout the class, and new groups were formed every two weeks. This system of rotation made it possible for all students to meet and work together.

During the first class session, the American students planned and gave a welcoming party for their "new friends." After refreshments had been served and salsa music played, each student was asked to introduce himself in his foreign language. Following this initial activity, and in order to pinpoint the areas of cultural misunderstanding, the students were given a cultural awareness test (refer to Appendices A and B). Items that were missed with the highest frequency were used as the basis for the course content. Throughout the remainder of the class sessions, each group was presented with one of the following: (1) a reading in the language foreign to the student; (2) a videotape program; (3) a culture assimilator in the target language; (4) a culture capsule; (5) a culture cluster; or (6) a song and dance. (Examples of culture assimilators used can be found in Appendices D, E, and F.) New

vocabulary was introduced and discussed prior to reading or viewing the unfamiliar materials. A variety of activities were generated by the materials used: (1) acting out minidramas, (2) composing dialogues, (3) discussing the readings in the target language, (4) presenting oral summations in the target language, and (5) writing compositions or reports based on the topics discussed. Timing is critical in a foreign language class because an activity can become too long and boring. Therefore, a key principle is to maintain a quick and lively pace through a variety of activities. The instructor usually used the following class pattern: (1) introduction of the topic and new vocabulary for the day; (2) students reading and acting out printed cultural assimilators in front of the class or in their groups; (3) group discussion of the cultural item, followed by (4) individual oral and written summaries of the assimilator, and how the custom differed from American culture or vice versa. Variations on the theme were made by using videotapes, filmstrips, or different types of readings and introducing songs and dances. The students worked with great interest and were on task the entire period. Initially the LEP

students were nervous about speaking English in front of the class, but this shyness disappeared as they listened to the Americans speaking Spanish. Both groups became more at ease with one another as they heard and helped each other with language errors.

The instructor used the following sources as a basis for class activities. They are listed in order of importance.

(1) Nuestros Amigos (Sandoval, Alfonso, & Segredo, 1979). (a) Tapes, (b) filmstrips, (c) posters, (d) textbook, (e) activity book, and (f) workbook.

(2) Encuentros Culturales (Snyder, 1981).

(3) Honduras Culture Assimilator (Symonds, O'Brien, Vidmar, & Hornik, 1967).

(4) Teaching Culture (Seeyle, 1984).

(5) The Cultural Exchange (Nethery et al., 1980).

(6) "Human Rights" (Torney-Purta, 1981).

(7) "What You Say After Hello" (Tofoya, 1981).

(8) "Saludos" Pilot Videotape Program (Kaplan & Smith, 1981).

(9) Nueva Vista (Heptner et al., 1982).

(10) Vista Hispanica (Heptner et al., 1982).

(11) Usted y Yo (Da Silva, 1975).

(12) Persona a Persona 1, 2 (Da Silva, 1982).

(13) Primer y Segundo Libro (Amsco Publications, 1973).

The instructor also made use of human resources in the community and in the school. Parents of both Latin and American groups aided the instructor in transporting students on a field trip to a Spanish restaurant; they also helped cook and bring typical foods to the instructor's home for a final dinner party attended by the students and parents who wished to participate. Mrs. Neraida Smith had offered to speak to all students in the foreign language program and to teach them Latin American songs and dances. The target practicum group would have been involved in these activities. Unfortunately, due to scheduling difficulties, Mrs. Smith's visit had to be cancelled. Nonetheless, the instructor was able to take advantage of her musical talent through the "Saludos" videotape program in which Mrs. Smith sings and teaches several Latin American dances: the plena, the cumbia, the merengue, the rumba, and the cha-cha-cha. After viewing the videotape, students were urged to volunteer to learn the dances

with the instructor so that they, in turn, could teach the class. Initially the Latin students were shy about volunteering, but, as they watched several of the American students learn and teach the dances, their reluctance disappeared. The instructor met with the volunteers before school in order to prepare them for their dance lesson. These sessions of instruction were eagerly received by the class and contributed to a lively atmosphere. They were introduced towards the end of the class hour and lasted approximately ten minutes.

In addition, there are three individuals whose contribution to the program should be recognized. By permitting the LEP students to be excused from her class, the Spanish-S teacher was an essential figure in the program's operation. She allowed leeway in assignment deadlines, and also observed the target class once a week in order to assess the progress of the students and the effectiveness of the program implementation. The ESOL teacher provided feedback concerning attitudinal changes and linguistic progress of the LEP students. The assistant principal for discipline and other teachers provided documented

information regarding discipline problems with the Latin students.

Monitoring

Every two weeks the instructor met with the Hispanic and American students to discuss the program implementation and to propose any changes that should be made. At this time the students were asked to write suggestions and to recommend additional topics or activities to be incorporated into the program. The students expressed a desire to write more dialogues and act them out in front of the class. The instructor was favorably impressed with this request and allowed the students to compose more materials on their own. Cultural topics were provided and the students composed skits depicting different situations.

Both halfway through and at the end of the program the students were given a short questionnaire to evaluate their progress (please see Appendix G). All but one of the students felt that the program was worthwhile and that they had made cultural and linguistic progress. This one student was a seventh-grade Spanish boy who complained that he was getting too far behind in his Spanish-S assignments. The instructor conferred

with the Spanish-S teacher and the student, and they agreed that the student should return to Spanish-S. Both the ESOL and Spanish-S teachers reported favorable comments and progress made by the LEP students in the exchange program and in English.

Assessment

During a three-month period each student was graded once a week on his oral presentations and his written report. The student's progress was evaluated by his improved ability to express his ideas in oral and in written form. Significant improvement was made by all students in all areas, but the most dramatic score increases were made on the cultural awareness and composition tests (see Appendices C and H for the pre- and posttest scores). Less dramatic increases were made in the areas of speaking and comprehension in everyday conversation, but, nonetheless, an oral proficiency improvement was noted and will be documented in the next chapter. Although evaluation of acculturation was less empirical than in the linguistic phase of the program, techniques included observations of:

(1) more socializing in the halls between Americans and Latins;

(2) evidence of socializing and contact in extracurricular activities between the two groups; and

(3) evidence of cross-cultural dating and partying away from the school setting.

Observational notes were recorded by the instructor and retained for final evaluation.

Chapter IV

Results

Students were evaluated on a weekly basis on the following items: (1) group and class oral participation, (2) readings and discussions, (3) written summation or skit presentations to the class, (4) written summaries or dialogues about the cultural item discussed, and (5) short listening comprehension tests on the cultural item studied. In addition to a weekly assessment, the students were given the same pre- and posttest on (1) cultural differences, (2) oral skills, and (3) reading and writing skills in the target language.

Dramatic score increases were made on the cultural awareness test because so many of the students were not familiar with cultural differences at the outset of the course. Some students improved their scores by as much as 152% (see Appendix C for these results). Although the instructor had hoped for an overall 95% increased accuracy of student identification of cultural expressions and behavior that differ in the target cultures, the fact that more than 50% of the American

group increased their test scores by 50% or more is commendable. The two students who only increased their scores by a disappointing nine and fourteen percent had been absent many days during the program and had missed many of the classroom experiences. In the Latin group, students increased their scores from 30% to 75%, which also fell short of the 95% mark but nonetheless was considered a sign of improvement.

In the area of compositions, the instructor had hoped for a 50% increase of phrase production by the students (see Appendix H for score results). The Americans' individual score increase ranged from 5% to 43%, whereas the Latins' score increase ranged from 11% to 46%. Again, these percentages fell short of the instructor's original objective of 50%, but, nonetheless, a good advancement was considered to have been made.

Encouraged by the instructor to cooperate and learn from one another, the students helped each other to produce excellent written work. After the students had written the dialogues or summaries, they presented these orally to the class. In some cases they memorized them and at other times they read their work. The individual or group performances were the culminating

activity of each week and were listened to attentively by every student. Latins and Americans were equally impressed by the use of the other's language and openly praised one another. This peer group supportiveness and commendation continued throughout the program and served as an effective morale booster to the students. Positive reinforcement of this type elicited excellent student performance with a minimum of instructor encouragement. Several American students who were not as attentive during the regular Spanish II class participated wholeheartedly in the exchange program and benefited as a result.

Because the oral presentations were a direct result of the written work, the oral percentage increase also varied 5% to 46%. Once again, these figures did not meet the 60% increase hoped for by the instructor. In the area of listening comprehension tests based on the cultural readings and presentations, the students again improved their scores by 5% to 46%. The original objective had been 75%.

Even though the overall individual score improvements fell short of the instructor's original objectives in every case except the cultural awareness test results,

scores did demonstrate favorable improvement. Most importantly, the instructor and the students felt that the latter had benefited linguistically and culturally from the program.

In addition to the central measurable improvements, the instructor also hoped for positive attitudinal changes which were to be demonstrated by increased student socialization, intercommunication, and acceptance of one another in and outside of the classroom situation. Unfortunately, once the activity was over and the class adjourned, students tended to fall back into their separate groups. Two exceptions were a Latin and an American who appeared to be cultivating a friendship in class. With time, and as the Latin students become more at ease with English, the socialization will probably increase. Instances of this in other classes are already being observed by the instructor, as exemplified by American girls dating Latin boys. Hopefully, this cultural-linguistic exchange will have paved the way for easier acculturation of the target group and, as Strasheim so appropriately expresses, introduced them to concepts that helped them understand that the world is round, fragile, and fully packed (1981).

Chapter V

Recommendations

Because the results of this cultural-linguistic exchange were favorable, the instructor recommends the implementation of another such exchange next year. The accumulated data could serve as a guideline, and the collected materials would be available to those who wished to use them. A revision of objectives would be in order along with a search for more materials. Special scheduling would be required for Hispanic LEP students in Spanish-S so that they could attend a Spanish II or III class once a week throughout the year.

With the agreement of the administration and other departments, exchanges could be made that would include other disciplines in addition to foreign language. Team efforts could be successful through cooperative planning. Interdisciplinary and multidisciplinary teams could meet to determine:

(1) where there is "overlap" in the disciplines, where two or more are addressing the same general topics and

(2) a sharing of responsibility in the preparation of objectives and complementary modes of achieving them.

Such interaction could also lead to the identification and preparation of materials to be used in two or more subject areas; it could lead to other class and teacher exchanges. A series of curricular complements are easy to find, and they can overlap from one subject area to another. A typical example is as follows:

Foreign Language: food, meals at home and in restaurants, table etiquette, table setting, and foods endemic to different cultures;

Home Economics: the preparation of foods from the cultures represented in the foreign languages offered; and

Social Studies: the food chain, calorie consumption around the world, global food quantity, and related matters.

Teachers cooperating in this type of multidisciplinary setting would find a variety of "crossovers" for the sharing of ideas, materials, and some class exchanges. The instructional materials would be content-oriented with culture integrated throughout. Until the materials

were well-developed, the teachers would be learning with their students. They would learn through multidisciplinary inservice experiences, the professional literature, and classroom experimentation (Strasheim, 1981).

One of the most exciting activities that lends itself to a cooperative effort of all the disciplines is entitled "Fund Raising: An International Feast," by Valerie Babb and Gene Marshall (1981, p. 53). Not only is the feast a moneymaker, but, most importantly, it is a spectacular project that brings into play foreign language, social studies, home economics, art, music, costume design, and drama.

In conclusion, well-planned culturally oriented exchanges in the school curriculum can bring people of different ethnic groups closer together. Young people need to realize that in a multicultural world, tolerance is not treating all peoples as sisters under the skin, but learning to value differences among peoples.

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Appendix A

Pretest for Latin Students

Prueba Inicial de Costumbres en Los Estados Unidos

A. Escojan la mejor respuesta y marquen el scantron con un lapiz #2.

1. Michael Jackson es:
   a) un pintor famoso
   b) un cantante muy popular
   c) un líder negro
   d) un aspirante a la presidencia
2. En los Estados Unidos los chicos y las chicas empiezan a salir solos:
   a) a los quince anos
   b) a cualquier edad
   c) a los dieciocho anos
   d) a los veintiún anos
3. La vecina de al lado, que es americana está enferma. Lo mas correcto es:
   a) ir a su casa a visitarla
   b) enviarle una tarjeta
   c) invitarla a cenar
   d) ir y ofrecerse para ayudar a limpiar su casa

4. Recibimos una invitación para una fiesta a las ocho. Planeamos llegar:
   a) media hora antes
   b) a la hora en punto
   c) media hora después
   d) una hora después
5. Un joven invita a una muchacha a salir. La chica puede esperar:
   a) que el pague por todo
   b) que ella tenga que pagar su parte
   c) que el papá del muchacho pague
   d) la "a" y la "b" son correctas
6. Una chica bien educada que quiere conocer a un chico:
   a) espera a que la presenten
   b) se presenta ella misma
   c) lo llama por teléfono
   d) puede hacer cualquiera de estas cosas
7. En una fiesta una chica americana se muere de bailar con un chico. Él no la ha sacado en toda la noche. Ella:
   a) va y lo saca a bailar
   b) espera y espera y se desespera

c) se pone a bailar con una amiga

d) la "a" y la "c" son posibles

8. Dos amigos no se ven en mucho tiempo. Un día se encuentran en la calle y:

a) se saludan de lejos y siguen de largo

b) se dan la mano y conversan brevemente

c) se dan la mano, se abrazan y hacen una cita para hablar largamente

d) se dicen "hola" y continúan su camino

9. Lucy está encantada con la pulsera nueva de Dianne y se la celebra. Dianne dice:

a) esta a tú disposición

b) claro que es bonita; me costó noventa dólares

c) muchas gracias

d) la "b" y la "c" son posibles

10. Mary Anne tiene trece anos y ya se pinta, sale sola con muchachos y se consiguió un trabajo después de la escuela. Un día invita a Beth a una fiesta que va a dar. Beth:

a) no va a la fiesta

b) va a la fiesta

c) le pregunta a su mama que haría ella

d) le dice que como se atreve a invitarla

B. Verdadero = T; Falso = F. Marquen el scantron.

11. Boy George es un muñeco.

12. Los delfines son un equipo de fútbol americano.

13. Mr. T es un héroe de los jóvenes.

14. Un "punk" es un aparato de vídeo.

15. En la televisión hay un canal para música y bailes solamente.

16. "Grody to the max" es un libro muy popular.

17. Una comida típica americana es pescado asado con papas.

18. En una casa americana es frecuente que distintos miembros coman a distintas horas.

19. En los Estados Unidos es de mala educación mirar la televisión a la hora de la cena.

20. Una diversión popular entre los jovenes americanos es reunirse durante su tiempo libre en un centro comercial.

C. Empate las columnas al otro lado del scantron

51. Ann Landers	1. una novela
52. Miss Manners	2. película
53. George Bush	3. sonido musical
54. Culture Club	4. consejos de etiqueta
55. Frogger y Asteroids	5. juegos de vídeo

56. "Going dutch"
57. Heavy Metal
58. Flashdance
59. "Breakdancing"
60. General Hospital

6. un grupo de "rock"
7. vice-presidente
8. columna de romance
9. costumbre entre jóvenes
10. un estilo de bailar
11. una bicicleta
12. pandilla juvenil

Appendix B

Pretest for American Students

Pretest on Customs in Hispanic Countries

A. Multiple choice. Choose the best answer and mark your answer on the scantron, using a #2 pencil.

1. Rafael is a:

   a) singing star

   b) famous dancer

   c) football star

   d) doll

2. Your Latin American friend is ill. The correct thing to do is:

   a) visit her

   b) send her a "get well" card

   c) invite her to dinner

   d) offer to help her clean her house

3. In Latin America, girls and boys begin to go out alone when they are:

   a) fifteen years old

   b) eighteen years old

   c) any age

   d) twenty-three years old

4. A Hispanic lady is waiting in line for a bus. When the bus arrives, she:
   a) goes to the back of the line
   b) goes to the front of the line
   c) asks if she can be the first person to get on the bus
   d) waits her turn to get on the bus
5. If there is a death in a Hispanic family, the correct etiquette for a friend of the family is to first:
   a) send a sympathy card
   b) send a wreath of flowers and visit the bereaved family
   c) call on the telephone and express your sympathy
   d) go to the burial service
6. A common custom between Latin men who are friends is to greet one another with:
   a) a handshake and an embrace with one arm
   b) a handshake only
   c) a kiss on both cheeks
   d) a bow to the waist
7. A common way for two Honduran female friends to greet one another is with:
   a) a bow to the waist

b) a kiss on both cheeks and a hug

c) an embrace with one arm

d) a handshake

8. In Latin America Christmas Day is an important holiday. On that day, people normally:

a) go to church

b) open their presents

c) join in a parade

d) give a big party

9. Maria loves Lupe's new bracelet. She tells her how pretty it is. Lupe:

a) says of course the bracelet is pretty; it cost her ninety dollars

b) says it is really ugly, but it was a gift

c) thanks her for the compliment and offers it to Maria whenever she wishes to wear it

d) thanks Maria for the compliment

10. Paco invites Ana to dinner and a movie. She will expect:

a) him to pay the bill for the movie and dinner

b) him to pay for the movie only

c) them to pay their own way

d) him to pay for dinner only

B. True-False. Mark the scantron appropriately.

11. Johnny Pacheco is king of salsa.

12. Mealtime is a social occasion for a Latin family.

13. It is common practice for upper-class Latin teenagers to earn extra money by mowing lawns, waiting tables, or working in a gas station.

14. Latin families usually watch television while they eat dinner.

15. Latin students have elective classes in school.

16. Latin students are asked to serve detentions when they misbehave in school.

17. Latin students buy their own books in school.

18. Graphics, art, and woodshop are popular classes in Latin schools.

19. Lower-class Latin students usually wear uniforms to school, but wealthy students wear their regular clothes.

20. In Spain, a knife and fork are usually used to eat an apple or a sandwich.

C. Matching: Mark your answers on the back of the scantron sheet.

51. Willy Chirino	1. Santo Domingo (a dance)
52. Merengue	2. Cuban dance
53. Guaracha	3. a singer
54. Carnaval	4. a small cup of coffee with milk
55. "cortadito"	5. a type of music
56. "Chévere"	6. a television commentator
57. salsa	7. calle ocho
58. "Fresas y Crema"	8. a soap opera
59. Leticia Caballa	9. a street gang
60. "embarazada"	10. fantastic!
	11. a soap opera
	12. embarrassed
	13. pregnant

Appendix C

Pre- and Posttest Results of Percentage Correct on Cultural Awareness Test

Student	Pretest Score	Posttest Score	Percentage of Score Increase
American:			
1. B.C.	53%	93%	75%
2. J.C.	23%	87%	36%
3. M.C.	33%	83%	152%
4. L.G.	27%	57%	9%
5. D.G.	40%	73%	83%
6. S.G.	47%	83%	77%
7. A.H.	43%	73%	70%
8. D.K.	47%	87%	85%
9. J.K.	50%	90%	80%
10. K.M.	57%	77%	35%
11. T.M.	53%	83%	57%
12. P.M.	50%	80%	60%
13. R.P.	43%	87%	100%
14. R.R.	33%	83%	152%
15. M.S.	33%	80%	142%
16. B.T.	57%	90%	58%
17. K.W.	33%	83%	152%

(Appendix C, continued)

Student	Pretest Score	Posttest Score	Percentage of Score Increase
18. M.W.	57%	80%	40%
19. M.W.	57%	77%	35%
20. M.W.	50%	57%	14%
Latins:			
1. M.G.	57%	83%	46%
2. M.R.	67%	97%	42%
3. R.M.	63%	83%	32%
4. P.G.	40%	70%	70%
5. N.R.	27%	63%	75%
6. I.R.	50%	73%	46%
7. J.R.	60%	80%	33%
8. R.A.	53%	did not complete the program	

Appendix D

Culture Assimilator for American Students (Snyder, 1976, p. 45)*

45. ¿Quién paga?

Tomando refrescos, San Juan, Puerto Rico

Debbie: Julio, ya son las seis y yo tengo que estar en casa a las seis y media. Siento mucho tener que irme porque esta conversación es interesantísima, pero tía Amelia viene a cenar esta noche.

Julio: Entiendo, Debbie. Tú eres visitante aquí y tienes que cumplir con eso. Pero, puede que continuemos mañana, digamos a las tres. ¿Quieres?

Debbie: Encantada. Ahí viene el camarero. Oiga, la cuenta,° por favor.

Julio: ¡No, no! Vete, Debbie. Ya es tarde.

Debbie: Primero tenemos que pagar.

Julio: Yo lo hago.

Debbie: Pues, entonces, aquí tienes un dólar. Si no es bastante, te pago mañana.

Julio: No, no lo acepto, chica.

Debbie: Julio, yo tengo dinero. Insisto en pagar mi propia cuenta.

Julio: Yo pago y ya no hablemos más de eso.

Debbie: Entonces, mañana me toca a mí.° Yo pagaré la tuya mañana.

Julio: Yo pago mañana también. No te habría invitado si no pudiera pagar. Es mi deber.°

Debbie: Pero, Julio, no permito que siempre pagues tú.

Julio: Aquí pago yo y si no sales ahora mismo, vas a llegar muy tarde.

Why does Julio insist on paying?

A. It is the custom for the male to pay and it would not be honorable for Julio to let Debbie pay. (Turn to p. 68, A)

B. Julio is rich. (Turn to p. 109, B)

C. Not all Puerto Ricans are poor and Julio is trying to show Debbie that this stereotype is wrong. (Turn to p. 67, C)

D. Julio knows that Debbie is in a hurry and wants to be polite. (Turn to p. 104, D)

* LEP students were provided with an English translation of these materials.

Appendix E

Culture Assimilator for American Students (Snyder, 1976, p. 24)*

24. ¡Estoy embarazada!

Una tienda de modas, San Juan, Puerto Rico

Dependienta: ¿Puedo servirle?
Linda: Quiero probarme° estos pantalones.
Dependienta: Muy bien, señorita. Para acá, por esta puerta.

(Tres minutos más tarde)

Dependienta: ¿Le quedan° bien?
Linda: Me gustan mucho, pero me quedan muy pequeños.
Dependienta: Un momento, señorita, creo que los tenemos en otro tamaño.° (Sale y regresa inmediatamente.) Aquí los tiene usted.
Linda: Gracias.

(Tres minutos más tarde)

Linda: Estos también me quedan un poco pequeños. Creo que he ganado algún peso.° ¡Estoy embarazada!
Dependienta: ¡Qué bueno! Me alegro. ¡Qué suerte tiene usted! Usted y su marido deben ser muy felices.

Why is the saleswoman so happy about Linda gaining weight?

A. The saleswoman thinks that Linda is expecting a baby. (Turn to p. 98, A)
B. The saleswoman is trying to be nice and to be complimentary so that Linda will buy the slacks. (Turn to p. 64, B)
C. Linda, like many American girls, is fashionably thin. Like many Latin Americans, the saleswoman is glad that she is gaining a little weight. (Turn to p. 83, C)
D. The saleswoman knows that Linda has been ill and is happy that she is better. (Turn to p. 97, D)

* LEP students were provided with an English translation of these materials.

Appendix F

Culture Assimilator for American Students (Snyder, 1976, p. 12)*

12. Muy macho

En casa de Pedro y Teresa, Durango, México

Felipe: Vámonos, Pedro. Ya llegan Carlos y Juan.
Pedro: Sí, estoy listo. Ahorita vengo. Hasta luego, niñas.
Teresa: Hasta luego. Que lo pasen bien.

(Un poco después)

Teresa: Ay, ¡qué guapo es Felipe! ¿Verdad?
Cheryl: Felipe puede ser guapo pero no me parece muy macho.
Teresa: ¡Cheryl! No digas eso. Es amigo de Pedro y es muy macho. ¿Por qué dices que no es macho?
Cheryl: Pues es verdad. Sí es amigo de Pedro pero, ¡siempre lo *abraza*!°
Teresa: Sí, claro se abrazan. Son buenos amigos.
Cheryl: Pero, Teresa, ¡Felipe deja el brazo sobre los hombros de Pedro!
Teresa: Son amigos. No entiendo por qué te preocupas° tanto. Te digo que Felipe es muy macho.

What is bothering Cheryl?

A. Felipe is teasing her by going out with Pedro and not paying any attention to her. (Turn to p. 80, A)
B. Cheryl is for women's lib and does not like boys who are *macho*. (Turn to p. 72, B)
C. Cheryl does not think Felipe should act quite so «friendly» with Pedro. (Turn to p. 73, C)
D. Pedro has been sick but he is fine now and Felipe keeps treating him like an invalid (Turn to p. 74, D)

* LEP students were provided with an English translation of these materials.

Appendix G

Student Questionnaire

1. This class has helped me to speak better Spanish/English. Yes___ No___
2. This class has helped me improve my reading and writing skills in Spanish/ English. Yes___ No___
3. I have learned about Hispanic and American cultural differences in this class. Yes___ No___
4. I feel that this class has been a worthwhile experience for me. Yes___ No___
5. I feel that the entire class has progressed linguistically and culturally as a result of this program. Yes___ No___
6. I feel that the majority of the class has progressed linguistically and culturally as a result of this program. Yes___ No___
7. This class has helped me understand that people from different countries act differently because they have different customs. Yes___ No___
8. This class has helped me to understand that because people act differently they

(Appendix G, continued)

are not necessarily strange, rude, or thoughtless; they are only different. Yes___ No___

9. I believe that my grade in this class is going to be an _____A, _____B, _____C, _____D, _____F.

Appendix H

Pre- and Post-Composition Test Scores

Percentage Correct

Student	Pretest Score	Posttest Score	Percentage of Score Increase
American:			
1. B.C.	70%	75%	7%
2. J.C.	85%	100%	18%
3. M.C.	90%	95%	5%
4. L.G.	80%	85%	6%
5. D.G.	75%	95%	26%
6. S.G.	75%	95%	26%
7. A.H.	85%	100%	18%
8. D.K.	75%	100%	33%
9. J.K.	90%	100%	11%
10. K.M.	95%	100%	5%
11. T.M.	90%	100%	11%
12. P.M.	70%	85%	21%
13. R.P.	95%	100%	5%
14. R.R.	55%	75%	36%
15. M.S.	85%	95%	11%
16. B.T.	70%	100%	40%
17. K.W.	75%	85%	13%

(Appendix H, continued)

Student	Pretest Score	Posttest Score	Percentage of Score Increase
18. M.W.	95%	100%	5%
19. M.W.	95%	100%	5%
20. M.W.	80%	85%	6%
Latins:			
1. M.G.	85%	95%	11%
2. M.R.	95%	100%	5%
3. R.M.	85%	100%	18%
4. P.G.	65%	95%	46%
5. N.R.	65%	85%	30%
6. I.R.	65%	85%	30%
7. J.R.	70%	85%	21%
8. R.A.	60%	did not complete the program	